

St Barnabas Nursery

St. Barnabas C E Aided Primary School, 39 Collin Street, WARRINGTON, WA5 1TG

Inspection date

Previous inspection date

15/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children's emotional well-being is very well supported. They share warm, positive relationships with the staff, who are caring and sensitive to each child's individual needs.
- Care and learning is consistent for all children because the nursery team engages well with parents, carers and other professionals. Staff value highly the important role parents/carers play in their child's ongoing learning and development.
- The quality of teaching is good because all staff have an understanding of how young children learn and develop. They skilfully promote a range of stimulating activities. As a result, all children make good progress in relation to their starting points.
- Children play and learn in a well-presented and stimulating environment that is easily accessible. Consequently, children join in all activities enthusiastically, showing good levels of independence and curiosity.
- The highly qualified management team demonstrate a strong capacity for continuous improvement and they continually reflect on the already good service, which they provide.

It is not yet outstanding because

- There is scope to extend the range of natural resources and materials available, so that young children can explore and experiment with objects and equipment that will stimulate their senses and encourage exploration and investigation.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector spoke to parents and took into account their views recorded in children's learning records.
- The inspector held meetings with the pre-school teacher and the school head teacher.
- The inspector observed activities in the playroom and the outside play area.
- The inspector looked at children's records and a range of policies and documents, including the nursery's self-evaluation document.

Inspector

Rachel Deputy

Full Report

Information about the setting

St. Barnabas Nursery was registered in 2013 on the Early Years Register. The nursery is registered to the Governing Body of St. Barnabas C of E Aided Primary School and provides funded early education for two-year-old children. It operates from the nursery unit in St. Barnabas C of E Aided Primary School. Children share use of a large open-plan playroom with others aged three and four years. They have direct access to an outdoor area.

Alongside the nursery team, there are two members of staff, who are responsible for the two-year-old provision. One member of staff holds Qualified Teacher Status and the other has a National Vocational Qualification at Level 3. The nursery receives support from the local authority. It is open Monday to Friday from 8.45am to 3.30pm, term time only. Children are able to attend full-time or for a variety of sessions. There are currently four children aged two years on roll. The nursery supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend opportunities for young children to explore and experiment with a range of different types of materials, such as natural resources, so that young children can investigate features and textures.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are supported by a highly skilled staff team, who have a good knowledge of the Statutory framework for the Early Years Foundation Stage. This means that they are able to provide a strong base for young children's future learning. Staff work well together to plan activities that meet the needs of all children. The key person system is effective because key persons complete the progress check at age two, to accurately identify children's strengths and areas where more development is needed. They also consider how children display the characteristics of effective learning. Therefore, interventions are timely and any gaps in learning are quickly addressed. Consequently, children are challenged and stimulated by the activities provided; or interventions involving other professionals can be arranged after consultation with parents.

Staff warmly welcome parents and carers into the nursery and partnerships are developing

very well. Parents share useful information about their children when they first start, which provides a starting point for staff to build on. They can access their children's learning records at anytime. Every four weeks, parents are invited into the nursery for an informal chat about their child's progress. Staff use these meetings to share significant experiences, interests and observations of children's learning and achievements at the nursery. The summary also gives parents ideas about how they can further support their children's learning at home. Each parent is given a learning target for their child and ideas about how they can help them to achieve their learning goal. When parents feel that their child has achieved their goal, they record this in the child's learning record and it is celebrated on the 'high flyer' wall. This effective approach to information sharing helps to ensure that children's learning is consistent, so that they achieve the best possible outcomes. It also promotes children's self-esteem as their achievements are celebrated and acknowledged by people, who are special to them.

All children make good progress at the nursery because staff are dedicated and knowledgeable teachers. Staff recognise when to get involved in children's play and when to allow them to play independently. For example, they watch as children begin drawing pictures in the creative area. Staff begin to draw alongside children and support their language development as they sensitively encourage them to talk about and describe their pictures. They also develop children's understanding of numbers and categorising as they encourage them to count how many blue crayons there are in the container. Staff have a good understanding of how young children learn and they plan exciting and motivating activities for them. They understand that young children learn well from first-hand experiences and strive to provide as many as possible for those at the nursery. For example, young children show clear delight as they handle small animals that have been brought to the nursery from a local farm. They learn to care for other living things as they are encouraged to gently hold the animals and stroke them. Consequently, children are eager to learn and are frequently engaged in fruitful activity.

For some parts of the session, children flow freely between the indoor and outdoor play area, which provides further stimulating and exciting first-hand experiences for children. For example, young children shout with delight as they use the hose pipe to fill up large containers with water and wash their toys. Staff skilfully use children's interest to support young children's emerging language skills. They engage in conversation with children, using lots of positive body language and physical gestures to give words more meaning. For example, they teach children how to move the water from one container to another, using pieces of guttering. They introduce words, such as 'flow' and 'splash'. Children are very responsive to staffs input and confidently attempt to repeat the words they hear to show their understanding. Staff encourage children to be active learners, who choose what they would like to play with and gain skills and independence. For example, throughout the day, children use different types of technology, such as hand-held computers and programmable toys. Young children are integrated into the nursery very well, they have opportunities to socialise and engage with older children. Young children learn from these positive interactions with older children, who are patient and sensitive to their needs. For example, they take turns to use toys without being prompted by adults to share and offer their support when younger children struggle with self-care tasks, such as putting on their shoes. These skills ensure that children are fully prepared for their next stages in learning and for their transition to school.

The contribution of the early years provision to the well-being of children

Young children settle-in well at the nursery because staff are attentive, providing genuine warmth and affection to every child. The key person approach works well in providing each child with a familiar adult to support them. This helps young children to feel safe and secure and gives them confidence to explore the environment, make choices and develop their independence. Children benefit because staff get to know them quickly and know what makes them happy. Staff are quick to congratulate children's attempts and achievements. For example, they tell children they are proud of them when they complete a jigsaw puzzle or help to tidy up. As a result, children's self-esteem is promoted and they feel valued and part of the school 'family'. Close partnerships with parents are becoming established, which ensure that each child is provided for according to their individual needs.

Children have an appropriate range of age-appropriate activities and toys to meet their needs. Resources are thoughtfully laid out, so that children are able to access them independently. However, there is scope to further extend opportunities for young children to explore and experiment with different textures and materials. For example, by providing children with a range of more natural resources. The thoughtful and sensitive approach to integrating two-year-old children with pre-school age children means that their transitions to the nursery are relaxed. Younger children are able to spend time and interact with older children and different members of staff all day. This helps them to build strong relationships and friendships with their peers. Consequently, children are happy and confident at the nursery. Children enjoy playing together in the role play areas, pretending to be cooks and making lunch for each other. They play imaginatively with small world people and with their friends, talking happily and sharing resources freely. This supports their language development because they learn how to speak by engaging in conversation with older children.

Children demonstrate an understanding of what is expected of them through their positive behaviour. For example, children willingly tidy up and look after their environment. Children are developing an understanding of safety and demonstrate this as they play. For example, they know that they must only run outdoors. They take part in regular evacuation drills and understand how to keep themselves clean and healthy through good food and exercise. Staff talk to children at the sociable mealtimes, discussing healthy foods to help them grow strong. Children play outside frequently during the day and have regular fresh air and exercise in the garden, which supports their good health.

The effectiveness of the leadership and management of the early years provision

The school head teacher takes responsibility for safeguarding procedures and all staff are expected to attend annual training as part of the whole school approach to keeping children safe. Consequently, child protection policies and procedures are known and understood by all staff. The nursery teacher understands her responsibilities very well to ensure that children are safe. All staff in the nursery have a good understanding of child

protection issues and work effectively to support vulnerable children and families. They keep detailed records on health and safety to ensure that risks are minimised and children are protected from harm.

The nursery team is led and managed by an experienced and motivated early years teacher. Full support is also provided by the school head teacher, who has a wealth of experience. The management team supports staff, parents and each other, very well. Individual induction programmes, appraisals and supervisions are in place, which effectively highlight strengths and address training needs. There is a positive attitude towards professional development and staff are fully engaged with regularly developing their skills and expertise. For example, two members of staff are currently attending an 18 month course specifically around the care and development of two-year-old children. They welcome feedback from parents and carers, in order to strive for consistently good quality. The nursery is still in its infancy, however, increasingly effective partnerships with parents and carers are developing well to fully meet the individual needs of the children.

Staff complete regular observations of children's learning to assess and monitor each child's development. Staff complete a tracking document to monitor and review children's achievements across all areas of learning. The nursery teacher oversees these reviews to ensure that any concerns are promptly identified and followed up. Staff make considerable effort to engage all parents, ensuring that children's needs are fully discussed. Where special educational needs and/or disabilities are identified, the head teacher discusses with parents future plans about how the nursery can access outside professionals, so that the best possible care can be provided. Parents speak highly of the staff, praising their commitment to the nursery and their strong teaching methods, which help to ensure that children are ready for their next stages of learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY458233
Local authority	Warrington
Inspection number	903418
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	8
Number of children on roll	4
Name of provider	St. Barnabas C of E Aided Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01925633606

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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